DOCUMENT RESUME

ED 351 324 SP 034 161

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TITLE Self Study Instrument for Program Review of Graduate Programs in Health Education.
PUB DATE [92]
NOTE 17p.
PUB TYPE Tests/Evaluation Instruments (160)

EDRS PRICE MF01/PC01 Plus Postage.
DESCRIPTORS Child Health; *Degrees (Academic); Educational Assessment; *Graduate Study; *Health Education; *Health Promotion; Higher Education; Occupational Safety and Health; Program Evaluation; Public Health; *Self Evaluation (Groups); Surveys

ABSTRACT

This self-study instrument is designed to review graduate programs in health education and health promotion. Information collected can be utilized to assist administrators and faculty to properly assess the status of their specific programs (school health, community health, public health, health promotion/worksite health promotion, other) and degree programs (doctoral, specialist, masters, other). The instrument has been constructed so that each question requires checking of the appropriate option, with space provided for comments. At the present time, there are no criteria to determine if a graduate program meets acceptable standards. Questions are organized as follows: (1) Demographics Section; (2) Program Goals and Objectives; (3) Graduate Student Recruitment; (4) Admission Requirements; (5) Curriculum of the Program; (6) Faculty; (7) Library Resources; (7) Facilities and Equipment; (8) Student Advising; (9) Support for Graduate Faculty; (10) Requirements for Comprehensive Examination; (11) Availability of Graduate Student Stipends; and (12) Program Delivery. (LL)

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ED351324

Self Study Instrument For Program Review Of Graduate Programs In Health Education

Loren B. Bensley, Jr., and A.J. Pope

Directions:

This instrument is designed to review graduate programs in Health Education and Health Promotion. The information that you provide will be used to assist administrators and faculty to properly assess the status of their specific programs and/or degrees. You are asked to provide an accurate assessment of each criteria where applicable to assist in this review. The instrument has been constructed so that each question requires only checking the appropriate option, but space is also provided for any comments you feel are important. Should one choose the "not applicable" option, it is suggested that elaboration in the "comment" section is provided. It should be noted that at the present time there are no criteria to determine if a graduate program meets acceptable standards.

EVALUATION OF:
_____ School Health
_____ Community Health/Public Health
_____ Health Promotion/Worksite Health Promotion
_____ Other _____

EVALUATION OF:
_____ Doctoral
_____ Specialist
_____ Masters
_____ Other _____

Demographic Section:

1. How many full-time graduate faculty members are on staff? 1-5 ( ) 6-10 ( ) 11-20 ( )
   Comments:

2. How many part-time graduate faculty members are on staff? 1-5 ( ) 6-10 ( ) 11-20 ( )
   Comments:

3. How many full-time graduate faculty members have doctoral degrees? 1-5 ( ) 6-10 ( ) 11-20 ( )
   Comments:

4. How many part-time graduate faculty members have doctoral degrees? 1-5 ( ) 6-10 ( ) 11-20 ( )
   Comments:

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5. How many graduate faculty members have expertise in:

School Health	1-5 ( )	6-10 ( )	11-20 ( )
Community/Public Health	1-5 ( )	6-10 ( )	11-20 ( )
Health Promotion in the Workplace	1-5 ( )	6-10 ( )	11-20 ( )
Patient/Hospital Health	1-5 ( )	6-10 ( )	11-20 ( )
Research and Evaluation	1-5 ( )	6-10 ( )	11-20 ( )

Comments:

6. How many graduate faculty are in the following age groups:

20-30 years	1-5 ( )	6-10 ( )	11-20 ( )
31-45 years	1-5 ( )	6-10 ( )	11-20 ( )
46+ years	1-5 ( )	6-10 ( )	11-20 ( )

Comments:

7. How many graduate faculty have received their terminal degree in the:

last 5 years	1-5 ( )	6-10 ( )	11-20 ( )
last 6 to 10 years	1-5 ( )	6-10 ( )	11-20 ( )
last 11 to 20 years	1-5 ( )	6-10 ( )	11-20 ( )
last 21 to 30 years ago	1-5 ( )	6-10 ( )	11-20 ( )
over 30 years	1-5 ( )	6-10 ( )	11-20 ( )

Comments:

8. How many graduate faculty have research projects presently under way? 1-5 ( ) 6-10 ( ) 11-20 ( )

Comments:

9. How many graduate faculty have a research manuscript accepted for publication in the last:

year	1-5 ( )	6-10 ( )	11-20 ( )
2 to 3 years previous to past year	1-5 ( )	6-10 ( )	11-20 ( )
4+ years previous to past three years	1-5 ( )	6-10 ( )	11-20 ( )

Comments:

10. How many graduate faculty have been involved in:

professional development activities	1-5 ( )	6-10 ( )	11-20 ( )
sabbaticals	1-5 ( )	6-10 ( )	11-20 ( )
professional conferences and workshops	1-5 ( )	6-10 ( )	11-20 ( )
additional degrees, certificates	1-5 ( )	6-10 ( )	11-20 ( )

Comments:

11. How many full-time graduate students are enrolled in:

Masters Program	1-15 ( )	16-30 ( )	31+ ( )
Doctoral Program	1-15 ( )	16-30 ( )	31+ ( )

Comments:

Program Goals and Objectives

	Yes	Somewhat	No	Not Applicable
1. Does the department have a set of clearly stated goals and objectives?	( )	( )	( )	( )
Comments:				
2. Do the goals and objectives reflect the mission statement of the Department?	( )	( )	( )	( )
Comments:				
3. Are the goals and objectives reflective of the current state of the art of professional preparation standards of health educators?	( )	( )	( )	( )
Comments:				
4. Do the goals and objectives of the program reflect the professional preparation needed to meet the requirements of hiring institutions and agencies?	( )	( )	( )	( )
Comments:				

	Yes	Somewhat	No	Not Applicable
5. Is there evidence (success of graduates, etc.) that the graduate program has succeeded in achieving its goals and objectives?	( )	( )	( )	( )
Comments:				

Graduate Student Recruitment

1. Is there an assertive effort to recruit students into the graduate program from other colleges and universities other than that being evaluated?	( )	( )	( )	( )
Comments:				
2. Are adequate financial stipends available to attract out of state students?	( )	( )	( )	( )
Comments:				
3. Are department brochures and other marketing materials current, informative and aesthetically designed?	( )	( )	( )	( )
Comments:				
4. Are there ways of recruiting students, other than by mailings, word of mouth and reputation?	( )	( )	( )	( )
Comments:				
5. Is there a need to recruit students?	( )	( )	( )	( )
Comments:				

Admission Requirements

1. Are the admission requirements comparable with other graduate programs in the university?	( )	( )	( )	( )
Comments:				

		Yes	Somewhat	No	Not Applicable
2.	Are the admission requirements comparable with graduate programs in health education in other universities? Comments:	( )	( )	( )	( )
3.	Is there a grade point average established for acceptance? Comments:	( )	( )	( )	( )
4.	Are the GRE, Miller's Analogy, GMAT, or other tests required for acceptance to the program? Comments:	( )	( )	( )	( )
5.	Are there restrictions regarding the number of students that can be admitted to the program? Comments:	( )	( )	( )	( )
6.	Is a major, minor or a specific number of undergraduate/graduate credits required for admittance into the graduate program in health education? Comments:	( )	( )	( )	( )
7.	Is the TOEFL examination required of foreign students? Comments:	( )	( )	( )	( )
8.	Are there screening procedures other than those listed above used in accepting students into the program, such as departmental competency exams, interviews, screening exams, etc.? Comments:	( )	( )	( )	( )

	Yes	Somewhat	NO	Not Applicable
9. Are letters of recommendation required for admittance? Comments:	( )	( )	( )	( )

Curriculum of the Program

1. Are core courses required? Comments:	( )	( )	( )	( )
2. Does the curriculum require demonstrated competencies? Comments:	( )	( )	( )	( )
3. Do required courses ensure competencies in the academic program? Comments:	( )	( )	( )	( )
4. Does the curriculum represent competencies recommended by the National Commission for Health Education Credentialing? Comments:	( )	( )	( )	( )
5. Does the curriculum in health education have flexibility to accommodate individualizing a student's program of study? Comments:	( )	( )	( )	( )
6. Does the curriculum require students to produce evidence of research skills? Comments:	( )	( )	( )	( )
7. Does the curriculum provide opportunities for internships or practical experience for students? Comments:	( )	( )	( )	( )

		Yes	Somewhat	No	Not Applicable
8.	Are course syllabi frequently updated to include the current information?	( )	( )	( )	( )
	Comments:				
9.	Are courses reflective of issues in health education?	( )	( )	( )	( )
	Comments:				
10.	Do courses reflect theory relevant to the profession?	( )	( )	( )	( )
	Comments:				
11.	Do courses that can be taken for undergraduate or graduate credit have additional responsibilities/ assignments for graduate students?	( )	( )	( )	( )
	Comments:				
12.	Are behavioral objectives stated for each course?	( )	( )	( )	( )
	Comments:				
13.	Are students required to have supervised field experience?	( )	( )	( )	( )
	Comments:				

Faculty

1.	Do graduate faculty have the appropriate academic degrees to teach at the graduate level?	( )	( )	( )	( )
	Comments:				
2.	Do at least 50% of the graduate faculty actively engage in research?	( )	( )	( )	( )
	Comments:				

		Yes	Somewhat	No	Not Applicable
3.	Are at least 50% of the graduate faculty actively engaged in publishing? Comments:	( )	( )	( )	( )
4.	Are at least 50% of the graduate faculty involved in university/community service? Comments:	( )	( )	( )	( )
5.	Are at least 50% of the graduate faculty involved in professional service? (professional associations, consultations, government and voluntary agencies, etc.) Comments:	( )	( )	( )	( )
6.	Is there evidence of quality teaching by graduate faculty? Comments:	( )	( )	( )	( )
7.	Does the teaching load of graduate faculty allow for participation in scholarly activities? Comments:	( )	( )	( )	( )
8.	Is there a need for additional faculty? Comments:	( )	( )	( )	( )
9.	Does the graduate faculty have effective working relationships with other faculties? Comments:	( )	( )	( )	( )
10.	Is there equitable distribution of teaching loads? Comments:	( )	( )	( )	( )

		Yes	Somewhat	No	Not Applicable
11.	Do the activities of the graduate faculty indicate leadership roles in professional and health related organizations and agencies? Comments:	( )	( )	( )	( )
12.	Are there requirements for professional development activities for graduate faculty? Comments:	( )	( )	( )	( )

Library Resources

1.	Are major journals of health education available in the university or department library? Comments:	( )	( )	( )	( )
2.	Are government publications available in the university library? Comments:	( )	( )	( )	( )
3.	Are there adequate numbers of books in the library on health education and health promotion? Comments:	( )	( )	( )	( )
4.	Are theses and dissertations available through the university library? Comments:	( )	( )	( )	( )
5.	Are database systems, such as ERIC, etc., available? Comments:	( )	( )	( )	( )

	Yes	Somewhat	No	Not Applicable
6. If there are external degree or continuing education programs, do students in these programs have access to library resources via computer, phone or mail? Comments:	( )	( )	( )	( )
7. Are library holdings up to date? Comments:	( )	( )	( )	( )
8. Is there an identifiable budget at the departmental or university level for library materials in health education? Comments:	( )	( )	( )	( )

Facilities and Equipment

1. Are classrooms convenient to students and faculty? Comments:	( )	( )	( )	( )
2. Are there appropriate laboratories available for graduate study and research? Comments:	( )	( )	( )	( )
3. Is there space available for meetings and seminars? Comments:	( )	( )	( )	( )
4. Is there private office space for graduate faculty members? Comments:	( )	( )	( )	( )
5. Are computers available for student use? Comments:	( )	( )	( )	( )

	Yes	Somewhat	No	Not Applicable
6. Are computers available for faculty use? Comments:	( )	( )	( )	( )
7. Is audio visual equipment available to graduate faculty? Comments:	( )	( )	( )	( )
8. Is special equipment available to students and faculty for research? Comments:	( )	( )	( )	( )
9. Are audiovisual materials available, such as slides, microfilms, films, video tapes, tape recordings, models, etc.? Comments:	( )	( )	( )	( )

Student Advising

1. Is the quality of advising adequate as perceived by students? Comments:	( )	( )	( )	( )
2. Do graduate faculty members have office hours designated for graduate students? Comments:	( )	( )	( )	( )
3. Have administrative procedures been established to equalize the advising load for each faculty member? Comments:	( )	( )	( )	( )
4. Are there policies and procedures to ensure consistency in advising? Comments:	( )	( )	( )	( )

	Yes	Somewhat	No	Not Applicable
5. Do students have a choice of advisors? Comments:	( )	( )	( )	( )
6. Are there written guidelines to assist students to complete their program such as curriculum requirements, comprehensive exams and thesis/dissertations? Comments:	( )	( )	( )	( )
7. Is student advising evaluated? Comments:	( )	( )	( )	( )

Support for Graduate Faculty

1. Is there adequate secretarial support for graduate faculty? Comments:	( )	( )	( )	( )
2. Do graduate faculty have graduate assistants or others to assist with research projects? Comments:	( )	( )	( )	( )
3. Is there internal funding for research projects? Comments:	( )	( )	( )	( )
4. Do graduate faculty receive released time from teaching for research? Comments:	( )	( )	( )	( )
5. Is there an active effort of graduate faculty to acquire external funding for research? Comments:	( )	( )	( )	( )

	Yes	Somewhat	No	Not Applicable
6. Are graduate faculty successful in acquiring external funding for research? Comments:	( )	( )	( )	( )
7. Are financial resources available for faculty to travel or participate in workshops and conferences? Comments:	( )	( )	( )	( )
8. Is professional development funding available for faculty to further their education by taking courses, sabbatical leaves, etc.? Comments:	( )	( )	( )	( )

Requirements for Comprehensive Examination

1. Are students required to show evidence of research skills? Comments:	( )	( )	( )	( )
2. Are students required to pass written comprehensive examinations in their discipline? Comments:	( )	( )	( )	( )
3. Are students required to pass oral comprehensive examinations in their discipline? Comments:	( )	( )	( )	( )
4. Is there a systematic process utilized to assign faculty as examiners for comprehensive examinations? Comments:	( )	( )	( )	( )

	Yes	Somewhat	No	Not Applicable
5. Are students given an opportunity to re-take a comprehensive examination?	( )	( )	( )	( )
Comments:				
6. Are there stated purposes for the comprehensive examination?	( )	( )	( )	( )
Comments:				
7. Do the comprehensive examinations evaluate program goals, objectives and competencies?	( )	( )	( )	( )
Comments:				
8. Are there comprehensive examination guidelines available to the students?	( )	( )	( )	( )
Comments:				

Graduate Student Stipends

1. Are graduate teaching assistantships available?	( )	( )	( )	( )
Comments:				
2. Are graduate research assistantships available?	( )	( )	( )	( )
Comments:				
3. Are scholarships/fellowships available to graduate students in health education?	( )	( )	( )	( )
Comments:				
4. Are research stipends available to students for projects?	( )	( )	( )	( )
Comments:				

	Yes	Somewhat	No	Not Applicable
5. Are graduate stipends competitive with other institutions offering graduate programs? Comments:	( )	( )	( )	( )
6. Is the department utilizing all available stipends for graduate students? Comments:	( )	( )	( )	( )
7. Are enough stipends available to graduate students to support the graduate program? Comments:	( )	( )	( )	( )

Program Delivery

1. Is the graduate program offered off campus, as well as on campus? Comments:	( )	( )	( )	( )
2. Do the number of continuing education course offerings meet the demand of students in the field? Comments:	( )	( )	( )	( )
3. Is the quality of teaching off campus evaluated? Comments:	( )	( )	( )	( )
4. Are the standards for evaluating quality teaching off campus the same as those used in evaluating quality teaching on campus? Comments:	( )	( )	( )	( )

	Yes	Somewhat	No	Not Applicable
5. Are courses rotated on a logical basis? Comments:	( )	( )	( )	( )
6. Are course offerings available so that students can complete their program in a reasonable amount of time? Comments:	( )	( )	( )	( )
7. Are courses offered at a convenient time for part-time students? Comments:	( )	( )	( )	( )